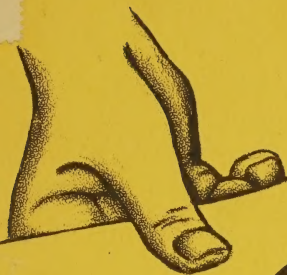


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# ***Some Suggestions for 4-H Club Programs 1950***

**Assembled by  
Federal Extension Specialists**

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**EXTENSION SERVICE - U.S. DEPARTMENT OF AGRICULTURE**

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When the 4-H Club Members are provided with up-to-date subject matter, and proper guidance for its use, they stand to be one of our strongest educational arms. Proper guidance rests pretty largely with our State, county, and local 4-H Leaders.

The subject matter presented herein is a result of the expenditure of much time and effort on the part of our subject-matter people. Much of it is based on ideas developed in the States.

Since the last issue of a publication similar to this one was distributed in 1947, many new club leaders and many new specialists have been appointed. The suggestions have been revamped and brought up to date. Therefore, I regard this publication as the most comprehensive treatise of subject matter and suggestions for its use in 4-H Club work to be found anywhere.

Our 4-H Club leaders have demonstrated their ability to organize for the job to be done, and the State subject-matter specialists are skilled in adapting information to local conditions. Together they should find this publication most useful in strengthening the 4-H Club program. Through the joint efforts of club leaders, extension agents, and specialists, in promoting sound agricultural and homemaking practices, club members will progressively improve their practical standard of living. Improvement in knowledge, skills, and attitudes is the keystone of educational progress.

*M. L. Wilson*

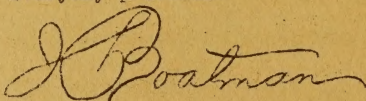
Director of Extension

## INTRODUCTION

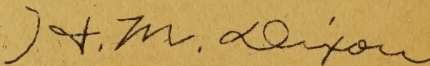
Subject matter is the backbone of Extension. No one person or group has a corner on this broad field. At the request of a number of State workers, our Federal subject-matter specialists have assembled suggestions on 4-H Club activities in the various fields. Most of the suggestions offered have been used in one or more of the States and their merits have been proved.

The publication is intended to call to the attention of all 4-H Club leaders and specialists the good ideas in the related fields which have come to our attention.

We recognize that some suggestions are of necessity rather general in nature. Some are in more detail, but none of them are all-inclusive. These suggestions will serve their most useful purpose if the State specialists, or groups of specialists in a particular field, meet with their State 4-H Club leader and review the section of this publication that treats with their work. From their own experiences and from the many suggestions covered on the following pages they should be able to develop new approaches to new fields of endeavor. These new approaches will strengthen the 4-H Club work and help 4-H Club boys and girls and their parents find solutions to everyday problems.



J. L. Boatman  
Chief, Division of Subject Matter



H. M. Dixon  
Chief, Division of Agricultural Economics

# AGRICULTURE

## AGRICULTURAL ENGINEERING

A. T. Holman

Extension Agricultural Engineer

Organized 4-H Club work has emphasized living in a changing world. This aim should be continued with emphasis.

The world is changing rapidly. The development and use of more power is one of the greatest changes that have occurred. We see everywhere more powerful engines, electric motors, and turbines.

These power plants drive great industries, railroads, steamships, and airplanes. Smaller models power our trucks, automobiles, tractors, and combines, and make possible the production of more food, feed, and fiber on our farms. They have changed the farmer from a generator of power through the use of his muscles to a director of power.

In the same way little motors make big changes in the farm home. They reduce drudgery in lighting buildings, pumping water, and operating fans, heaters, vacuum cleaners, milking machines, churns, washing machines, ironers, refrigerators, and sewing machines.

4-H Club members and other young people today are the citizens of tomorrow. They have the responsibility of learning to direct these vast power plants, for peace and plenty instead of using them as instruments of destruction.

4-H Club members are challenged in many ways--

To build better and more comfortable homes.

To build more productive farms.

To build better communities.

To build better citizens.

To develop and use energy and power constructively for the benefit of all people.

To conserve energy from wood, water, coal, and from plant and animal life, and, above all to conserve human energy.

To learn to understand atomic energy and use it to achieve peace and plenty.

Agricultural engineering concerns the forces and materials of nature, and their development, use, and preservation for the betterment of farm people and mankind.

Participation in 4-H Club work helps the members to learn about power and its use, and develops ways of preserving our resources of power and energy.

The 4-H Club project in tractor maintenance offers 3 years of study of tractor power and its use. Club members are taught good methods of servicing, maintaining, and operating tractors. The advanced course includes the use of power tools and the analysis of farm power needs. Trained leaders are available to teach the members the skills needed to use mechanical power to advantage.

The better-methods electric project challenges 4-H Club members to find

easier and better ways to do farm and home work. Usually, a better way is an easier way. The better way may use electric power equipment. But, it is not necessary to have electricity to participate in the better-methods contest.

Health and safety are topmost in importance. Cleaning up and fixing buildings and equipment are among the best ways of preventing accidents and injuries. These activities may include checking and repairing walks, drives, stairs, ladders, chimneys, fireplaces, heating equipment, electric equipment, engines, and automotive equipment. Water supplies should be checked, and sanitary measures should be provided for the disposal of waste. The removal of fire hazards is a good way of preventing loss of life or disablement and damage to property.

#### AGRONOMY

Keller E. Beeson  
Extension Agronomist

J. M. Saunders  
Extension Cotton Agronomist

The demand for a large production of quality food, feed, and fiber crops continues even though the Second World War has ended.

This type of production is necessary to meet the needs of our increasing population at home as well as to help meet the needs in war-torn countries. To meet these needs, the 4-H Clubs can be of tremendous help in their communities by conducting demonstrations in (1) corn and other cereal crops (proper crop rotation, use of good seed of improved varieties, and the best fertilization practices), (2) cotton production (following the 7-step cotton program recommendations), and (3) production of certified planting seed.

Under No. 3, 4-H Club boys can be of special help in developing seed supplies by becoming certified seed producers, either individually on their own home farms, or by forming certification clubs where the club will be a center of good certified seed production for the entire community. Certified seed production covers all crops, food, feed, and fiber, especially cotton and corn.

Production of fiber crops, especially quality cotton, has provided one of the highest sources of net income to 4-H Club members in the Southern States, and has been instrumental in changing entire communities to practices which improved the production and quality of cotton.

Under Guidepost 4, "Choosing a way to earn a living," these demonstrations will help in the "production of food and fiber for home and market," and under Guidepost 9 in "Sharing responsibilities for community improvement".

#### ANIMAL HUSBANDRY

C. D. Lowe  
Extension Animal Husbandman

The interest of 4-H Club members in Livestock projects is indicated by the fact that more than a third of a million of them enroll annually for such work. Currently about two-thirds of a million animals are involved in these activities.

This showing of interest is not surprising, for farm animals have a natural appeal to young people and the experience of learning their traits and catering to their needs and care contributes not only to future better farming and homemaking but also to better citizenship.

The importance of livestock in our future agricultural economy is outlined by Secretary of Agriculture Charles F. Brannan in the following statement: "The major change we ought to make in our agricultural production pattern is to increase livestock numbers and the acreage of soil-conserving grasses and legumes to support them. That would be good for the land, good for consumers, and good for farmers. \*\*\* The economic stability of a large part of American agriculture, before another decade ends, may depend upon a big enough increase in livestock numbers to eat what otherwise may be surplus grain, and enough dollars in the pockets of city consumers to buy the resulting increase of meat and dairy products."

Though livestock prices have fallen considerably from the postwar peaks, they are likely to continue relatively high as compared with prewar levels. Every possible effort should be made to keep 4-H feeding projects on a sound economic basis. The time-tested advice of making livestock feeding an annual activity is just as applicable to club members as it is to adults. It is good training for future commercial operations. The chance of being able to pick the favorable years for feeding and avoiding the unfavorable ones is very remote.

In the selection of hogs for 4-H projects consideration should be given to the type of the animal in relation to the need for hog products, especially lard. Much progress has been made in the development of meat-type hogs.

Attention should also be given to the selection of animals, the production of which fits into the local farming system. Home-grown feeds in the main and locally produced stock should be the aims in most club projects. Where conditions warrant, the opportunity to make meat animal feeding projects the sources of home food supply should not be overlooked.

The purchase of stock at excessively high prices should be discouraged to avoid possible disappointment and actual monetary loss. Likewise the sale of club stock at fabulous prices is not in the best interest of club work as a whole.

Where feasible, club members should increase the size of individual projects and cooperate with other members or clubs in marketing through regular commercial channels.

Club members should be encouraged to practice and demonstrate livestock conservation in all its phases. The reduction of preventable losses is a worthy activity.

Wider use of the so-called Danish system of judging animals is a step in the right direction. More stress on personal competition from year to year and less on "beat-the-other fellow" will be for the long-time benefit of club work, and club members. A. B. Graham, pioneer former extension leader puts it this way "to my mind, much less time should be devoted to all sorts of contests which pit boys and girls of different degrees of mentality against each other. Often we array people living on different soil types and under different climatic and financial conditions against one another. It should be that each boy or girl stands more or less on his own and that he competes this year with himself of last year, and not alone against some other one whose ancestry transmitted a different degree of

intelligence. Our plans should be so laid that the great majority of the boys and girls are successful in terms of rivalry with themselves, for success begets success and failure begets failure."

To learn by doing in preparation of life's opportunities and responsibilities, after all, is the main objective of club work. Hence the nearer club projects follow the best recommendations offered to adults, the more helpful they will be in the long run.

## DAIRY

Roy C. Jones  
W. E. Wintermeyer  
Extension Dairy Specialists

### General

Milk and other dairy products are essential foods of high nutritive value.

Dairying is a stable farm enterprise that offers a good income to those who operate efficiently. It is well adapted to grassland farming, thus contributing to better soil conservation. It provides steady employment throughout the year and a steady monthly cash income, which makes for a satisfactory farm living.

Dairying is the largest and also the most stable source of income of United States farmers.

### Economic

The demand for milk and milk products, for several years to come, will be greater than indicated production.

Dairy cow numbers have decreased each year since the peak of 1944.

Production per cow is at an all-time high.

Prices for milk and dairy stock are relatively good.

Milk-feed price ratio is favorable.

Milk is an economical food--the consumer works fewer hours to pay for his dairy products than he did before the Second World War. Increasing population and fewer cows mean increased market demand.

### Opportunities and Goals

Opportunities for 4-H youths with an interest in dairying and ambition to work and carry their projects through to conclusion are abundant and attractive.

Efficient production should be the watchword.

High-producing cows, well fed and cared for, and the production of

high-quality milk and dairy products will spell success for the youths who apply themselves to the job.

## ENTOMOLOGY

M. P. Jones  
Extension Entomologist

Next to weather, insects are the greatest hazard with which farmers have to contend. The success or failure of many farmers has depended on whether or not they have controlled their insect pests. Several thousand entomologists are at work in this country studying about insects and ways and means of controlling the insect pests. There is a lag of many years between the latest measures worked out by research entomologists for the control of many pests and the application of these measures by farmers. In other words, farmers would profit to the extent of many additional million dollars a year if each of them practiced the latest and best-known measures for controlling insect pests.

The supply of many commodities is beginning to catch up with the demand. This situation calls for produce of higher quality. The extent to which insects and plant diseases are controlled has much to do with whether produce is of high or low quality.

The information about insects gained by 4-H Club members, while they are on the farm, will be useful throughout their lives whether they live and work in the cities or remain on the farm. It doesn't matter where they go or what they do, insects will be there to greet them in some form.

A number of years ago one of our pioneer entomologists remarked that man's greatest battle will be against insects. When we recognize that the public is spending more than \$100,000,000 each year for insecticides plus comparable sums for equipment and labor costs to apply these insecticides, we begin to wonder if that entomologist wasn't pretty correct in his statement.

Many new insecticides are being developed each year. These are not completely replacing the old ones. Some of them are providing control measures for many insect pests for which we had no satisfactory control previously.

More than 85,000 different kinds of insects in this country have been described. In fact there are more different kinds of insects than all other forms of animal life put together. Fortunately less than a thousand of these are of primary importance as economic pests. Some insects, such as the honeybee, are beneficial.

Sometimes something happens and a species of insect that is of little consequence becomes a severe pest, or a pest common to one kind of plant may change its habits and become damaging to another kind of plant. One of the greatest hazards is for an insect to become established in a new area away from its natural enemies. This is true of many insects that are important pests today; such as the European corn borer, Japanese beetle, Hessian fly, Mexican bean beetle, and the German cockroach.

Replies received last year from a number of States after the mailing of the suggestions for 4-H Club programs indicated that most of the items listed were

being practiced in one State or another. The following list of items includes the additional suggestions received from State workers:

1. Club camp activities afford an opportunity to create interest and appreciation in the field of entomology.  
In the camp members may --
  - a. Observe insects in their native habitat about the camp.
  - b. Make short tours to gardens, fields, farmsteads, and ponds to observe and collect insects of economic importance.
  - c. Mount insects on pins or blocks of wood and arrange them in a collection box.
  - d. Write up notes about insects on forms provided, or as outlined on page 41 of M.P. 318, 4-H Club Insect Manual.
  - e. Exhibit results of work.
  - f. Put on stunt or playlet about some phase of entomology. A few copies of two playlets are available in the office of M.P. Jones, Extension Entomologist, Extension Service, USDA, Washington, D.C.
2. Make insect control a part of every project where it applies, as for example:
  - a. Garden project.--Control insect pests of the garden crops.
  - b. Cotton project.--Control insects.
  - c. Corn project.--Control corn insects.
  - d. Calf project.--Control lice, grubs, flies.
  - e. Clothing project.--Clothes moths and carpet beetles.
  - f. Kitchen project.--Control ants, roaches, flies, etc.
  - g. Health project.--Control flies, mosquitoes, etc.
3. Give method demonstrations on entomological practices, such as:
  - a. Dusting garden vegetables.
  - b. How to sun, air, and store woolens and furs (clothes moth and carpet beetle control). How to use DDT, chlordane, etc.
  - c. How to apply insecticides for fly control.
  - d. How to eliminate mosquito breeding places.
  - e. How to apply insecticides to animals for lice, mites, or tick control, and rotenone to cattle for cattle grub control.
  - f. How to treat a building for termite control.
  - g. How to clean grain bins, treat walls and floors with insecticides, and fumigate.
  - h. How to apply insecticides to control insect pests of poultry.
  - i. How to treat peach trees for the control of peach borers.
  - j. How to treat fence posts, bean poles, and tomato stalks to protect them against insects and decay.
  - k. How to read and interpret insecticide labels.
  - l. How to make surveys of insect populations (boll weevil, cotton flea hopper, chinch bugs, European corn borer, pea aphids, and grasshopper eggs and adults.
  - m. Methods of handling, marking, and storing insecticides to protect health.
  - n. The formulations, mixing, and use of the wettable powders, solutions, emulsions, dust mixtures, and aerosols, of the newer organic insecticides.
4. Where to conduct demonstrations:

- a. Before their own club.
  - b. Before classes in school.
  - c. 4-H round-ups, fairs, stores, etc.
  - d. Livestock sales barns.
  - e. At any gathering where people congregate normally.
5. Beekeeping demonstrations and activities.
- a. Method of mixing and using pollen substitutes (soybean flour) and feeding to bees in spring to build stronger colonies.
  - b. Method of swarm control.
  - c. Method of installing supers.
  - d. Method of requeening.
  - e. Method of collecting pollen.
  - f. Placing bees in orchards, clover fields, and so forth to show value of pollination by bees.
  - g. Keeping demonstration colonies of bees to show value of modern practices.
6. Promote and participate in display of entomological exhibits.
- a. Prepare exhibits consisting of:
    - (1) General insect collections.
    - (2) Damaged and protected material.
    - (3) Kinds of insects attacking different plants, livestock, or stored products (each member selecting different groups).
    - (4) Colonies of live termites or ants.
    - (5) Kinds of insecticides.
    - (6) Kinds of insecticide applicators: dusters, sprayers, and aerosols.
  - b. Display exhibits at:
    - (1) Bank and store windows and grain elevators.
    - (2) County or State 4-H Club camps, round-ups, short courses, etc.
    - (3) Community, county and State fairs.
    - (4) Schoolhouses.
7. Learn about one insect pest each month -- its life history, habits, source of food, and methods of control. If insecticide is to be used, know the kind, the amount, and how it should be applied.
8. Support an entomology contest, with club, community, county, and State elimination. Consider knowledge of insects, collections of insects, notes, reports and results of other entomological activities.
9. Conduct insect surveys on:
- a. Levels of population of cotton insects, European corn borer, pea aphids, pea weevil, etc.
  - b. Locating concentrations of adult grasshoppers in late fall.
  - c. Locating grasshopper egg beds.
  - d. Distribution of European corn borer.

- e. Emergence of codling moth adults to aid in timing sprays.
- f. An area basis to determine levels of population and damage from the insect pests within the area.

10. Organize and conduct group entomological activities, for example:

- a. Participate in surveys.
- b. Relay survey and control information.
- c. Do custom work.
- d. Prepare exhibits.
- e. Destroy breeding places of pests, such as mosquitoes and flies.
- f. Participate in entomological contests.
- g. Entomological clubs (general).
- h. Apiculture.

The outstanding club work that certain agents have done with insects shows that entomology fits profitably into 4-H Club programs. Past experience has shown that the most successful work has been done where there was full cooperation between the county agent, the State 4-H Club department, and the extension entomologist.

It has been demonstrated that the success of these entomological programs is dependent upon the county agent's close association with the club members; and, unless the agent can visit the participating club member at least two or three times during the season, the activity is pretty likely to fail. At the time of the visit the agent must show that he has a good knowledge of the work, must check up on the progress, and must correct any errors before the club member has gone too far. He should also utilize the participating club member and the information which he has gained. Likewise the State club leaders on their visits to the counties should guide and support the county agents.

A local leader need not be a trained entomologist or have broad knowledge of the subject, but needs merely enough information to counsel with the club member on the particular phase of entomology upon which he is working. For instance, if the local leader can guide members of his club in acquiring greater information on about a dozen economic insects common to his area, he need not worry because he cannot identify all the insects club members may collect. The average well-trained entomologist would have difficulty in making immediate determination of all insects common to any area.

The entomologist must break down the projects so that the part any one club member takes will be relatively simple. He must provide adequate guidance through direct contact and through illustrative and written materials.

#### FAMILY MEAT SUPPLY

K. F. Warner, Extension Meat Specialist

Meat has always been one of man's chief wants. Ancient man lived where there was game. He moved when the game moved. Meat was an essential.

As those early tribes increased in number, competition for the game became greater. Meatless meals became more frequent, too frequent. So our hungry

ancestors discovered how to domesticate meat animals, to fatten them and grow their own.

Thanks to this initiative you and I don't have to follow the buffalo, track deer, or snare rabbits to obtain our meat. But we do have to know how to select the animals and cuts that are most suitable to our tastes and pocketbooks. We also have to know how to prepare and preserve this meat so that it will contain its original goodness and food value when we eat it. Teaching these facts is the purpose of our 4-H meat projects.

1. Food budgets. Did you know that you eat around 150 pounds of meat a year? Living on a farm you may eat more. But how many steers or pigs or lambs must your family grow each year if there are to be 150 pounds of trimmed steaks, roasts, chops, sausage, and smoked meat for each member of your family?

2. If you had to step up to the retail counter in your local meat store and buy a week's supply of meat for your family, which kinds and cuts would you prefer? Which ones would be the most economical? How many pounds of each would be needed to give your family a satisfactory meal? Meat identification contests would help.

3. If you knew just which cuts you wanted and how many pounds were needed for your family, could you pick out the quality that suited your purposes best? How do you tell tough meat from tender? Too fat from too thin? Too young from too old? Could you select the proper quality of meat as easily as you can pick the ripest tomato in the basket? Ever work out for a 4-H meat-judging team?

4. Farm families dress each year over 12 million hogs for their own meat supply, over 1 million head of cattle and calves, and several hundred thousand lambs. About one-tenth of all the meat produced in this country is dressed by farm people for their own use. You see one of the advantages of living on the farm is the opportunity to grow and have enough to eat regardless of good times or bad.

If you had to pick out the calf or pig or lamb to dress for your own meat could you select the right one? Could you estimate how much of the meat that you and the folks need next year could be cut from it? Could you be sure that its meat would be as tender, juicy, and flavorful as you and the family hoped? There is the 4-H livestock-judging program to help.

5. Suppose you did select the right number of the right grade of hogs, cattle, and lambs for your own meat supply. Could you dress them out quickly and keep the meat clean? Why do you chill fresh meat? How do you cut it, and what made Grandpa's hams, bacon, and sausage taste so wonderful? A 4-H meat project teaches those skills.

6. Freezing seems like an easy way to keep fresh meat. All you have to do is wrap it and let the electric motor do the rest. But why is all this wrapping necessary? Would you use butcher paper, waxed paper, cellophane, metal foil, or some of these laminated or plastic-covered papers? Or would it make any difference? Wrapping meat for freezing makes a fine 4-H demonstration.

7. Did you ever try to hang a new suit of clothes in a closet that was crammed with old ones? It is hard to do it and keep the new ones from wrinkling. Ever try to crowd a quarter of beef into a locker that was full of other things?

How can you rotate food through a locker so that won't happen? And what would you do with the other three-quarters of the beef if you could squeeze only one-quarter into the locker? Who would want that kind of meat? What is it worth per pound, and how or through whom would you sell it? Would you enjoy feeling like a real businessman?

Freezing, canning, curing, and eating meat must all fit into a schedule if our dinner tables and pocketbooks are to benefit. It all goes back to the 150 pounds of meat that you eat a little at a time, three times a day for 365 days. Your folks have to worry with that problem. Why don't you give them a lift with it? It won't be long until you will have some calves and pigs of your own to feed and dress and sell. You might even have a dinner table to set and not too much extra cash to buy the food. It might be nice to know how to grow and prepare it yourself.

To make a start why don't you learn how to sharpen a knife and file a saw? Next you could put on a demonstration and teach others how to do it. Some day you will slice off a 1-inch-thick T-bone steak from the loin of your own calf, with a knife you have sharpened yourself. The thrill will almost equal that of your first shave.

#### FORESTRY

W. K. Williams

A. M. Sowder

Extension Foresters

Farmers own 139,000,000 acres of woodland, or nearly one-third of the Nation's commercial forest lands. The estimated annual forest income from farm woodlands is \$250,000,000. This could be increased two or three fold by using adequate farm woodland management practices. Farm youth, as the future stewards of this vast timber resource, should have a vital interest in seeing that these forest lands are managed wisely both now and in the future. Farm woodlands generally are well situated for profitable management, as they occupy the better growing sites of the country and are nearer the markets. Farm people have reported that forest products from the home woods have lifted mortgages, replaced barns destroyed by fire, provided lumber for new construction and repair of farm buildings, and supplied fence posts, fuel wood, and other products. It is obvious that the farm woods, if properly cared for, can be a real asset to the farm.

In addition to existing woodlands, there are thousands of acres of idle lands on farms which could be put to work by planting to trees. Planting may serve a double purpose--stopping erosion and growing tree crops. In the prairie plains region many farms are still in need of shelterbelts and windbreaks for protection against cold winds in winter and dry winds in summer. Trees improve living conditions on the farm. Forest-tree planting, like many other jobs in forestry, is relatively easy, and if given simplified information and guidance, farm youth can meet with success in this as in other forestry projects.

A large number of 4-H members all over the United States are taking part in forestry. Some have completed several projects and have demonstrated them in county, district, and State contests. Others have engaged in forestry as a means of growing a cash crop such as pulpwood, fuel wood, or Christmas trees. Farm

woodlands have helped many boys through college. A few have studied forestry and have chosen it as their life's work.

The forest, with its great variety of trees and wildlife, and changing as it does from the fresh greens in early spring to the beautiful colors in the fall, is fascinating to farm youth. If properly guided, the interest of youth in the woodlands can be directed into fields of constructive effort. Forestry, with its large and diversified field of activities, offers challenging opportunities to 4-H Club members. The following forestry items are suggested for consideration:

#### 1. Tree Planting

Tree planting has long been a splendid 4-H project and is needed on many farms, especially on worn-out land too poor for other crops. Windbreaks and shelterbelts provide protection for gardens, soils, crops, livestock, and the farmstead. They also attract birds to aid in insect control, and benefit wildlife. School and community forests sponsored by 4-H Clubs may have a place in the community program. Christmas-tree plantations offer good opportunities for making money.

#### 2. Wood Products

The production of fuel wood and pulpwood through thinning operations offers possibilities for cash returns. The cutting of sawlogs and other heavy timber products is not recommended for younger boys. Older youths engaging in this type of production should work along with adults for safety.

#### 3. Management of Younger Stands

The management of younger timber stands on the farm with the assistance of a forester offers experience and cash income. A 4-H member may wish to manage 10 to 20 acres or more, protecting it from fire and conducting improvement operations as needed, having an understanding with his family that he will get the income from the timber products harvested. 4-H contests in stand improvement have been conducted successfully in several States.

#### 4. Marketing of Forest Products

The marketing of byproducts of the forest may be applicable in some States. Activities of this kind should include harvesting and marketing of yule logs, Christmas greens, pine cones, tree seeds, black walnuts and other meat nuts, and miscellaneous forest products.

#### 5. Rural Fire Protection

Fire protection applies to both the farmstead and the farm woods and is an activity that pays dividends in the saving of life and property. 4-H Clubs can make valuable contributions to this project by checking and eliminating fire hazards, organizing fire patrols, assisting volunteer fire-fighting crews, and distributing posters, fire-prevention pledges, and literature on prevention and control.

#### 6. Fish and Wildlife Propagation

Wildlife activities dealing with game birds, fur-bearing animals, and fish, including those in farm ponds, stimulate much interest among 4-H Club members. Fish from

the farm pond may prove a wholesome addition to the family diet. Farm fishpond construction and shrub plantings for wildlife are feasible operations if properly planned.

## 7. Forestry and Conservation Education

State and county 4-H Club camps can be made more attractive by including forestry and conservation. These programs may cover fire protection, soil and water conservation, forest and wildlife management, nature study, and outdoor craft. Tree identification and the use of native woods for farm building construction and other purposes may add interest. 4-H forestry training camps now being held in a number of States have accomplished a great deal in developing local leadership in farm forestry.

### HORTICULTURE

R. J. Haskell

Acting Extension Horticulturist

Most of the 4-H Club projects in horticulture fall under three major headings: (1) Home gardens, (2) commercial crops, and (3) home grounds improvement.

#### Home Gardens

Home gardens may be either gardens of vegetables, fruits, or ornamentals, or combinations of any of these. They are one of the most popular projects in 4-H Club work and are very much worth while in the practical returns of food, money, and educational experience. Numerous local and State contests are available for members to enter, and then there is the National 4-H Garden Awards Program conducted under the auspices of the National Committee on 4-H Club Work.

#### Commercial Crops

There are many horticultural crops that can be selected by members for projects. These include numerous vegetables, such as tomatoes, beans, sweet corn, lettuce, and asparagus, and some of the fruit crops, such as strawberries and other small fruits that lend themselves particularly for project use. There are also the ornamental and specialty crops where one variety of flower, bulb, seed, or other type crop is produced. Many 4-H Club members have made good wages and gained a lot of valuable experience by engaging in some of these projects. In connection with the vegetable project, attention is called to the production, marketing, demonstration, judging, and identification programs sponsored by the National Junior Vegetable Growers Association. Awards totaling an appreciable sum are offered annually to young people between the ages of 12 and 22 for the best production project and marketing studies. These awards are on regional, sectional, State, and national bases. Activities of this organization are especially suitable for the older group of 4-H Club members. Extension workers would do well to point out to promising young vegetable growers the fact that this program is being conducted and to encourage them to take part in it.

#### Home Grounds Improvement

The improvement of the farmstead and the home grounds by rearrangement of

driveways, walks, fences, trees, shrubs, and lawns is badly needed on many places. The landscaping and beautifying of lawns and yards are also needed. 4-H Club members can make progress on some or all of these phases of farmstead improvement. In some cases, with the help of their parents, they have produced remarkable results in transforming the home place into a beauty spot. Projects of this kind are especially fitting now when many farm families have some time and money to spend for improvements. In connection with this activity we have the National 4-H Home Grounds Beautification Contest, sponsored by the Committee on Boys and Girls Club Work. Extension workers should encourage interested members to enter this contest.

### Cooperation

America should become more horticultural minded. In this respect it is somewhat behind many of the European countries where horticulture is a science and an art for a large proportion of country and city people. The Victory and Freedom Garden programs have been a great incentive to bringing about a wider appreciation of the value of horticulture, but there is still a long way to go and much to be done. It would seem that extension horticulturists should devote some time and thought to giving boys and girls an insight into this subject and should make 4-H Club work a regular part of their project. This, of course, should be worked out in cooperation with State 4-H Club leaders.

## PLANT PATHOLOGY

R. J. Haskell  
Extension Plant Pathologists

### Plant-Disease Identification

By learning to recognize the common diseases of our more important crops, 4-H Club members can make their projects more successful and can be of help to their families, communities, and even to the Nation. By promptly identifying diseases that appear in our crops we are sometimes able to check them and prevent serious loss.

Recently, there has been started a Plant-Disease Warning Service. This is carried on by the United States Department of Agriculture and the State agricultural colleges. Its object is to obtain advance notice of impending epidemics and to warn growers so that they may take precautionary measures. 4-H members can assist in this service by noting early appearances of plant diseases and sending specimens and information about them to the plant pathology departments of their State agricultural colleges.

### Plant-Disease Control

Seed treatment.--Many of our serious plant diseases are carried on, in, or with the seed; and seed treatment, especially for cereal and vegetable crops, is one of the standard methods of reducing plant-disease losses. During the last 2 years the oat crop of the United States was very seriously damaged by a blight, which has been referred to as Victoria blight. It attacked the new oat varieties, such as Vicland, Boone, and Tama, which were derived from crosses with the variety Victoria. Last year and the year before, many fields of oats were so badly damaged that they were not worth harvesting. Fortunately, other oat varieties, particularly

new ones like Clinton, are not susceptible to this blight. However, approved methods of chemical seed treatment will kill the blight organisms that are carried with the seed, so oat seed treatment, which we have recommended for many years to control smut, is now more desirable than even as one means of controlling Victoria blight.

Seed treatment is a good subject for 4-H method demonstration teams. Comparisons of treated and untreated seed make an effective result demonstration for your community. Seed treatment also makes a good community service project. There have been many cases of club members building or purchasing seed-treating machines and taking them from farm to farm where treating is done on a custom basis. Another activity in this subject is the making of seed treaters by boys in their school jobs or at home.

Certified seed.--Club members can make a decided contribution to their own projects, farms, and communities, by growing superior improved certified seed of various kinds. Potatoes and sweetpotatoes have been the crops most frequently used, but there is no reason why boys should not grow small plots of such crops as cereals, flaxseed, and strawberries and other small fruits. Certified seed and plants should bring premium prices. This project offers good opportunity for demonstration teams, result demonstrations, and community service.

Spraying and dusting.--Most plant diseases are prevented rather than cured. Spraying and dusting with fungicides are largely preventive measures, because they protect the plants from attack by the disease organisms. Most fruit crops and many vegetable crops need this kind of protection. Spraying and dusting not only benefit your crop projects, but also make good subjects for demonstration teams, result demonstrations, and community service, where application of fungicides is offered to small local growers on a custom basis.

## POULTRY

H. L. Shrader  
Extension Poultry Husbandman

In keeping with the 4-H goal of "Better Living for a Better World," poultry has become a very important class of livestock. Poultry and poultry products make their contribution to family living from both a financial and a nutritional standpoint. Even though the economic unit such as a hen or an egg is small, the large volume produced, the widespread distribution on more than 90 percent of all farms, and the concentrated nutrients such as vitamins and minerals found in both eggs and poultry meat, all go to explain the poultry contribution toward family living.

Scientific and mechanical developments in recent years have helped to lift the industry out of its old-fashioned methods. In place of the setting hen who stole her nest we have mechanical incubators, automatic brooders, and properly balanced feeding rations. Such developments appeal to the younger generation of our 4-H poultry club members. With a small outlay of capital and the opportunity to raise 300 chicks the club members see a project with financial returns similar to those from a calf or a pig. With a laying flock, even though small, the family has access to a larger and more constant supply of eggs and thus the nutritional standards of the diet are improved. Keeping an account of the income and the outgo not only shows the profit but influences the established habits of the young farmer in record keeping.

With records available it is easy to guide the club member into a study of efficiency of production and marketing methods, one of the major goals.

Projects selected by 4-H poultry club members reach over a diversified field, such as raising broilers in the junior "Chicken-of-Tomorrow" contests, capon clubs, turkey clubs, maintaining a laying flock, brooding and rearing chicks, feeding for growth and egg production, designing educational exhibits, giving demonstration team performances, and judging and participating in both dressed and live bird shows.

Besides the satisfaction of doing a good piece of work for themselves various incentives such as national collegiate scholarships have been offered. Another example of a poultry project with direct objectives is to build and develop a poultry flock for the home farm which can be carried on while the boy or girl uses the proceeds for a college education.

### RURAL ELECTRIFICATION

H. S. Pringle  
Extension Rural Electrification Specialist

Louisan Mamer  
REA Home Electrification Specialist

The use of electricity in the home and on the farm offers many interesting opportunities to 4-H Club members. Those who do not yet have electricity have been just as interested and active in rural electrification projects as those who do have it. Following are some suggestions of things that club members are doing or can do in connection with planning for the use of electricity. These activities will be interesting and will help the members and their families to obtain the maximum benefit and maximum enjoyment from electricity and electrical equipment.

1. Uses of electrical equipment.
  - a. Make a scrapbook showing uses for farm and home.
  - b. List farm, home, and community uses.
2. Costs and planning electrification.
  - a. Make a 5-year buying plan for electrification of your farm and home.
  - b. Give probable cost of equipment chosen and reasons for order of choice.
  - c. Get local rates from your power supplier.
  - d. Figure operating costs of equipment.
  - e. Read your meter for 3 months and estimate what the kilowatt-hour consumption of your equipment is.
3. Terminology.

Explain, by sentences or drawings, electrical terms commonly used.
4. Safety.

Include safety in connection with every phase of this program.
5. Lighting.
  - a. Make a study center with light-colored, dull-finish desk top and certified lamp, or two good pin-to-wall lamps on light-colored Tackboard above desk.

- b. Make some home-made lighting equipment of good design and high in lighting quality. Convert tall kerosene lamps to electric lamps with diffusing reflector bowl.
  - c. Obtain and use the National Adequate Wiring Bureau study projects and locate the lighting equipment on them. Describe type of equipment used and size of lamps, bulbs, or tubes, on study sheets.
  - d. Remodel poor-quality lighting equipment with adaptors and reflector diffusing bowls.
6. Wiring.
- a. Draw a sketch or paste a picture of types of switches and convenience outlets in scrapbook.
  - b. Procure and use the National Adequate Wiring Bureau study projects and locate main controls and switches on drawings.
  - c. Explain how the new low-voltage switch control operates.
  - d. Make an extension cord.
  - e. Repair a cord by shortening.
  - f. Learn to tie an underwriter's knot.
  - g. Wire some home-made equipment.
  - h. Make a floor plan of your home and draw wiring plan on it.
  - i. Make a floor plan of your farm buildings and draw wiring plan on it.
  - j. Trace and label the circuits in your house.
  - k. Learn to restore service properly when a protective device operates.
  - l. Give the types of circuits, their wire size, and the size devices used on them. What equipment can go on each circuit?
7. Types of motors, their selection, use, and care.
- Get a skilled local power supplier's educational representative, a motor dealer, or other person to show and explain types of motors.
8. Selection, operation, care, and repair of farm and home equipment.
- a. Arrange to have movies on these subjects shown at club and community meetings.
  - b. Operate given pieces of equipment under home conditions for a period of 1 month.
  - c. Read bulletins from State college, Federal agencies, and commercial groups and outline main points to observe in connection with certain pieces of electrical equipment.
  - d. Thoroughly clean all types of electrical equipment used at home and on the farm.
  - e. Make a test lamp for checking in connection with appliances that will not operate.
9. Home-made equipment.
- Make some if the following types of equipment: Pig, chick, or lamb brooders, egg candler, poultry water warmer, poultry lighting time switch, motor toter, portable motor, motor table, extension cord, IES-type table, floor and wall lamps.

## SOIL AND WATER CONSERVATION

G. E. Riddell

W. R. Tascher

Extension Soil Conservationists

According to 1948 annual extension reports, 161,019 different 4-H club members received definite training in soil and water conservation. This number was approximately 10 percent of the total enrollment in 4-H Club work. A wide range in the amount and quality of training was reported. A total of 24,726 boys and girls participated in the National 4-H Soil Conservation Program (contest) in 1948. This program is now in its sixth year and has been stimulative to 4-H Club work in soil conservation. An effort to expand and intensify soil and water conservation club work is being made. It is believed that 4-H club work can provide invaluable experiences in land care for those who will remain on farms, as well as for those who will move to towns and cities. It would seem desirable to reach a large percentage of boys and girls with 4-H Club work in soil conservation at some time during the 4-H Club span of years. A special effort will be made to adapt club work in soil conservation to the interests and needs of 4-H Club girls, since land care in practice is a family matter.

In the effort to expand and intensify soil and water conservation 4-H Club work the following considerations, among others, are involved:

1. Priority of soil and water conservation in 4-H Club activities or projects as determined by extension workers. Because of the needs and interests of club members, it should undoubtedly have a high priority in most areas.
2. Leadership for 4-H Club work in soil and water conservation.--Although there is a large number of qualified leaders for soil conservation 4-H Club work many leaders would find some assistance helpful to their best leadership. Other leaders, no doubt, would profit greatly through organized training. It is planned to prepare some guiding material for leader training in soil conservation during this year. An organized plan for leader training will also be emphasized in the 1950 National 4-H Soil Conservation Program. This leadership training will be related more closely to the 4-H Club requirements. Dr. H. H. Bennett, of the Soil Conservation Service, has written to his field staff asking them to assist with leader training and other phases of this 4-H Club work as requested.
3. Adaptation of 4-H Club projects and activities to the different ages of boys and girls.--Considerable progress has been made in developing projects and activities adapted to age groups. Plans have been made to recognize the range of capacities of boys and girls in the 4-H Club span of years in the 1950 National 4-H Soil Conservation Program and to suggest specific adapted activities. Within the States a more comprehensive listing of adapted activities could be made than is found in the National Program announcement. State bulletins on soil and water conservation adapted to youth and the resources of the State have been helpful. Development of improved 4-H Club projects and activities in soil and water conservation may be helpful in some States.
4. Extension work in soil conservation with young people other than 4-H Club members or older boys' and girls' work.--This could take the form of news stories written especially for the younger leaders; meetings, tours, or

demonstrations involving their interest and participation and other similar activities. It could lead to a wider interest in specific activities and projects.

5. Publicity given to 4-H Club soil conservation activities.--Encouragement is given to the publicizing of accomplishments, such as the scope of soil conservation work undertaken, the work done by 4-H Club members, contributions made to the neighborhood or community, and the extent of local 4-H participation.
6. Guides for 4-H Club demonstrations.--Some outstanding 4-H Club demonstrations of soil conservation have been reported, and a number of examples are outlined in a few circulars. It is felt that such materials, which are helpful to boys and girls in demonstrating features of soil conservation, would enhance the value of club meetings as well as provide guidance for public demonstrations of their conservation work.
7. Programs for conservation camps.--State-wide, district, and county camps have been successful in soil and water conservation training either alone or related to other conservation experiences. The camp situation is especially favorable for observing conservation as well as relating phases and for group discussion of the subject. Expansion of 4-H Club and older boys' and girls' work in soil conservation will provide an improved basis for camp representation and leader training development.
8. Adaptation of visual-audio materials to extension work with young people.--This group of methods is used with good results and seems to be especially valuable where there is member participation. Such specific activities as showing and explaining slide films, making exhibits, using visual materials in demonstrations, photographing conservation subjects, and making posters have been used successfully. Boys and girls have participated enthusiastically in radio programs on soil conservation. Participation in skits and recitations, and musical numbers about soil conservation have been reported.
9. Inclusion of 4-H Club work in the plans of soil conservation districts.--There are now soil conservation districts in most counties, in the programs and annual work plans of which attention is given to the educational resources for the advancement of soil and water conservation. State associations of soil conservation district supervisors and the National Association of Soil Conservation District Supervisors recognize 4-H Club work as an important part of extension work in soil conservation. District governing bodies generally will cooperate with the Extension Service in furthering 4-H Club work, especially that in soil and water conservation.
10. Organization for intensifying 4-H Club work in the State offices.--The extension soil conservationist can be looked to for leadership in the development of 4-H Club and older boys' and girls' soil conservation work. He will have the assistance of the appropriate subject matter specialists. Inasmuch as a number of considerations may be involved in obtaining a working basis for the desired intensification of 4-H Club work in soil conservation within the States, the appointment of a committee to make plans and to guide the work is suggested.
11. The successful development of 4-H Club work in soil and water conservation, as stimulated by the National 4-H Soil Conservation Program, suggests consideration of such a pattern in States.--A few States have successful undertaken State 4-H

soil conservation programs. It would seem timely for State committees to consider the development of such State programs as part of the national effort to expand and intensify extension work in soil and water conservation with youth.

## HOME MAKING

### CLOTHING

Alice Linn

Extension Clothing Specialist

The 4-H clothing project helps boys and girls to express self-confidence, family pride, and a desire to fit into their community. Through their clothing work members develop pride in ownership and the responsibility of ownership as well. Unselfishness comes from planning within an amount of money that is not more than their fair share.

How can the mothers and leaders guide the boys and girls so that real growth results?

1. By placing family values on neatness and good appearance.
2. By guiding the member to select a phase of the project that is most beneficial to the girl, herself, and to work on garments she really needs.
3. By encouraging the girl to select phases that will develop her skills one step further. Most States are working toward the goal of providing steps that will develop a girl's ability year by year. Local leaders can do much to adapt the project to the girl on the basis of her present ability.

What are some activities that will strengthen clothing project work?

1. More judging activity with emphasis on the finished garment, how it fits the girl, and how it fits into her wardrobe. With this activity is a great opportunity to develop sportsmanship. There is the chance to show that there is more than one way to sew a seam or finish a neck line. Initiative and managerial ability can be fostered.
2. Demonstrations in the community outside the club. 4-H Club boys and girls can share their opportunities with others.
3. Store trips of mothers and girls to get better acquainted with fabrics on the market.
4. Increased emphasis on the grooming and posture of the boys and girls--never missing a chance to help them develop poise and self-assurance.
5. Recognizing that the joy of creative skill is a worth-while result of the clothing project.

## FAMILY RELATIONS AND CHILD DEVELOPMENT

Lydia Lynde  
Child and Family Life Education Specialist

World progress depends upon individual maturity. The "mean" maturity level for each age group is geared to its average physical, mental, and achievement development. The ability to accept the responsibilities that are a part of each privilege is one measure of maturity.

4-H Club work should help club members recognize and understand their responsibilities and provide some method whereby they can recognize and chart their own maturity growth.

The following chart can be used as a basic type for this self-measuring.

### My Measure of Maturity Development

My success in accepting and carrying out responsibilities is an indication of my level of maturity. My self rating on this chart shows the progress I have made this year.

Responsibilities  
accepted

Degree of achievement  
(well done, partly done,  
very little done, nothing)

Maturity- Well done++  
Progress- Partly done+  
Very little 0  
Nothing -

#### In my club

Committee work  
Lead, recreation or  
singing  
Turned in record book on  
time.  
Others

#### In my home

My share in the work  
willingly helped others  
Cared for my own things  
Cared for little brothers  
or sisters  
Others

#### In my school

Completed my home work  
Prompt in attendance  
Ready to help  
Others

In my community

Help keep my neighborhood  
clean  
Help others, children and grown-  
ups  
Cross street carefully  
to show little children how.  
Others

Add the pluses and  
subtract 1 for each 0,  
subtract 2 for each -

What I need to work on next year is:

Child Care Project

4-H boys and girls have many responsibilities in the home. Outstanding among them is the assistance in the care and training of little brothers and sisters. These younger children often deeply admire the older boys and girls of the family and imitate their behavior. This provides an excellent opportunity for project work. The 4-H Club member, after consultation with his parents, can select and be responsible for one habit that the little child needs to learn. Helping the child to learn will require an understanding of how children learn and of what the habit involves. A job breakdown into steps and how to teach them will be needed. Necessary equipment can be assembled and constructed. The 4-H Club member should frequently discuss his project with the club and the club can discuss why some learning is hard for little folk and how they can make it easier.

Example: Helping Mary (2 years) learn to take care of her outdoor clothing. Why is it hard for Mary to learn this?

1. Try it yourself several times. How would it work if you were Mary's size? Watch Mary when she takes off her cap, mittens, coat, and rubbers. Where does she have trouble? Can you find a way to make it easier? Where does she put them? Can you plan and make some equipment that will help?

2. Plan how you will teach her to use it. We learn faster when the action is easy and when we are praised for the part of our actions that are good and successful. We do not learn much from punishment and scolding.

3. When Mary has learned how, have her show the family how well she does it.

4. Remember an occasional word of praise always helps.

5. What have you learned from this project: About little folk? About yourself?

FOOD PREPARATION AND PRESERVATION, AND NUTRITION

4-H Club members can share with other members of the family responsibility for a nutritionally adequate diet through definite projects in food production, food preservation, and food selection and preparation. The following high spots are suggested to implement, or supplement, the basic foods and nutrition program and specific food production projects.

Some Suggestions to 4-H Members

1. Family food supply

Take the lead in making a farm food supply plan for your families, and in keeping a record of success in carrying it out.

Be responsible for some definite garden activity or take full charge of the family garden or a definite part of it.

Grow vegetables that will help to maintain a high level of vitamin A and vitamin C in the diet.

Learn to recognize characteristics that indicate good quality in fruits and vegetables.

2. Food preservation

a. Freezing home-produced foods

Learn how to prepare fruits, vegetables, meats, and poultry for freezing in the community locker plant or home freezing cabinet.

Plan a schedule for amount of food to freeze and date of freezing.

Keep a record of foods frozen and date used.

Learn to judge frozen foods for quality.

Give demonstrations on preparing food for freezing; plan exhibits on frozen foods for achievement day, fairs, and other situations.

b. Canning

Take an active part in canning for the family food supply in keeping with the family food budget.

Older members may can all or part of the food itemized in the canning budget. Younger members may have a definite part in canning activities suited to their age and experience, such as harvesting fruits and vegetables, selection and preparation, timing the processing period, and labeling jars.

Judge quality.

Demonstrate methods in canning.

Exhibit quality products.

c. Storage.

Help to plan and set up convenient shelves for canned foods.

Older members help provide appropriate outdoor and indoor storage facilities for fresh fruits and vegetables, cured meats, and the like.

- d. Preserve foods by brining, drying, and other methods included in family foods supply plan.

### 3. Food selection and preparation

- a. Become familiar with the basic seven food groups and know how to select foods for three meals a day to promote good health.
- b. Participate in national 4-H health program with food habits check-up and any other health activities related to food.
- c. Pack lunches to include foods liked and foods needed.
- d. Plan means to include more whole-grain cereals and other foods to provide nutrients in enriched flour and breads if enrichment is discontinued.
- e. Participate in food-buying demonstrations. During and since the war there was a trend among farm families toward purchasing more food. Some comparison between purchased foods and home produced and processed foods, in relation to cost, quality and other factors, should be of interest and value to older 4-H Club girls.

### 4. Apply work simplification to food preparation and food preservation in correlation with work in home management.

- a. Emphasize work simplification in food preservation and food preparation demonstrations.
- b. Learn to use tools efficiently and safely.
- c. Plan food preparation and food preservation work centers to save time and labor.

## HOME IMPROVEMENT

Mary Rokahr

In Charge Home Economics Section

Activities for 4-H Club members, in addition to improving their own rooms, are many and timely. Since the close of the war, construction of new houses and remodeling of old houses has increased rapidly. Extension workers assisted more than 150,000 families with housing improvement problems in 1947.

Some ideas that States report 4-H boys and girls are using:

1. With the help of parents, brothers, and sisters, make a list of the improvements that are needed--estimate the cost.
2. Help collect good building ideas from magazines and other sources. Make a scrapbook on the needed improvements--how to repair a roof, fix the steps, or install a new sink and drain.
3. Learn to paint, mix cement, lay bricks, refinish furniture, or whatever skills are needed to make the improvements.

4. Help make house plans. Use P.P. 622, Your Farmhouse--Cut-Outs To Help In Planning, U.S. Government Printing Office, 20 Cents.
5. Learn to make simple electric repairs, or, if electricity is not available, study house wiring plans and good lighting fixtures to be ready when electricity comes.
6. Plan efficient arrangements to save motion and time. Check plans by counting the steps taken in doing a household task. (See home management suggestions.)

#### Own Room Improvement

Study and apply color and art principles.

Learn how to mix paints and how to paint.

Plan furnishings and furniture arrangement to fit what is done in the room.

Make curtains, rugs, dresser scarfs, and lamp shades.

Keep room clean or orderly.

Plan -- Carry Out Your Plan -- Check Your Results.

### HOME MANAGEMENT

Mary Rokahr  
In Charge, Home Economics Section

4-H home management club work to fulfill the needs of 4-H Club members, local leaders, and extension workers alike, should be based on the latest research in this field. The Family Life Conference held in Washington, May 1948, gave impetus to a careful scrutiny of home management, what it is and how it functions. Excerpt that follow are from Action Area: Home Management Report, and may be used as background in planning 4-H home management club activities.

#### "What Is Home Management and What Is Its Function in Family Living?"

Home management is a series of decision-making activities constituting the process of using family resources to reach family goals. It is the major means by which families get what they want from the use of their resources throughout the family life cycle. Management in the home is a part of the fabric of family living. Its threads are interwoven because decisions for the use of resources are made, whether the family is at work or at play."

#### Assumptions

The following assumptions will aid in setting the achievement goals for 4-H home management club work:

"Management takes place in every home. Whether it is good or poor, there is still management. Its quality varies from one home to another."

"Management permeates all aspects of family living."

"The number of management decisions increases as the environment becomes more complex."

"Although one member usually leads, all family members participate in home management, men as well as women, boys as well as girls. They may or may not be aware of their participation."

"Children learn management through family experiences."

"Management can be improved by conscious effort and education."

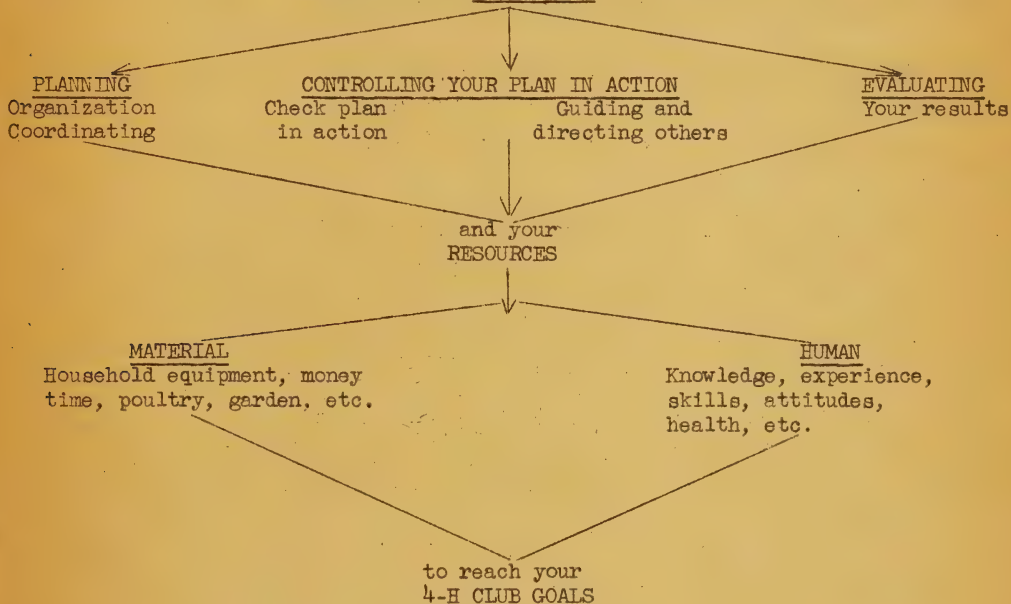
"Goals toward which families strive change during the family life cycle."

"Management is a means of reaching family goals and improving family living rather than an end in itself."

### How To Apply Home Management Theory to Practice in 4-H Club Work

Here is a chart that visualizes how home management can function to help you reach your 4-H goals.

#### USE THESE THREE MANAGEMENT ACTIVITIES



To attain your 4-H Club goals

Dishes washed easier (Better Methods Club)

Your room improved

Money earned in a production project

## Management Activities

In all 4-H Club work "management" is the key to accomplishment. Research in home management has clarified the important part human relationships play in our ability to reach our goals.

If club members and leaders are enrolled in a poultry club, management is concerned with decisions such as what breed of poultry to raise, where to house them, how to feed and care for them, when to sell them, and then what to do with the money that is earned. These decisions cannot be reached without consultation or approval of parents, leaders, and others.

If it is a beginning clothing club, "management" will be concerned with decisions on what article to learn to make first, what use will be made of the article after it is completed, what kind of sewing equipment to assemble, where to keep sewing between meetings, and perhaps whether to show it at the county fair. Again others will be concerned.

## Management Activities Defined

Planning is mapping out what you are going to do in your chosen 4-H Club work.

Controlling a plan in action simply means that the club member, his father, mother, brother, and sister together make the plan work. This calls for guiding and directing yourself or others to carry through the plan.

Evaluating is looking back over what you have done and judging the results in light of what you wanted to accomplish.

## Work Simplification in the Home (Better Methods Club Work)

Simplifying the work in the home and developing efficiency skills are phases of management used in "controlling your plan in action." 4-H Club girls will always have the responsibility of keeping their rooms and homes clean and orderly, assisting in the planning and preparation of meals and the care of children, and at times assuming entire responsibility for the management of the household.

The program can be organized as a separate 4-H home management project or on an activity basis, so that 4-H club girls will be given credit for assistance with any household task. Whatever the household task for which the 4-H Club girl is responsible, here is a suggested procedure for her to follow:

1. Know why it is necessary to do the piece of work.
2. Know and use the best ways to do it.
3. Learn to do the job in the least amount of time.
4. Plan the work so that adequate light and working equipment are available; avoid extra steps or motions.
5. Plan to do the job when it fits in with other jobs that need to be done.

Many of the jobs 4-H girls do such as washing dishes, sweeping floors, dusting furniture, washing clothes, and peeling potatoes, will have to be done over and

over. One way to help these girls to become "motion-minded" in doing their tasks would be to analyze the job. Have 4-H girls write down exactly how the task is done now, and how it may be improved by using the principles of work simplification such as those relating to eliminating unnecessary parts, sitting comfortably, letting gravity help, having both hands work instead of one, making the job safer, using a better tool, arranging work so that everything is within elbow reach, and using all possible help. With this information as a guide, work out an improved method. Effort should be made also to make these tasks interesting to the girls. Studies show that uninteresting tasks tire the doer most.

Labor-saving equipment that 4-H Club members can often make and whose use they can demonstrate are: Wheel cart, cupboard space savers, sliding trays in drawer, baby table, movable toy shelves, scrubbing chariot or kitchen scooter, laundry cart, portable sewing cabinet, dress-form stand, household tool kit, wide ironing board, cleaning closet, and washing-machine cover.

At farm and 4-H Club meetings such as on Achievement Day, and at home demonstration club meetings, 4-H Club girls can emphasize work simplification methods in demonstration. These demonstrations might include easier methods of doing repetitive jobs -- stringing beans, peeling potatoes, using the pressure cooker, hanging up clothing, washing dishes, cleaning drawers, and numerous other household tasks.

### Money Management

4-H Club members want to learn how to use money, as well as how to earn money.

In 1947, 258,936 club members reported that they kept and used personal accounts. In 1950 that number should be reaching the million mark. A tool to help you learn to manage your monies, "My Personal Financial Record," can be purchased from the National Committee on Boys and Girls Club Work, Inc., 59 East Van Buren Street, Chicago 5, Ill. A 4-H member's financial record is one of the best devices known to help a member "get ahead" financially. Learning to use money will be as important in 1960 and 1970 as today.

## AGRICULTURAL ECONOMICS

### FARM COOPERATIVES

Jas. L. Robinson  
Extension Economist

Usually the carrying through of a 4-H Club project calls for a number of business transactions. These are often more important than any dealings the member has previously handled on his own account. Most often buying and selling must be done, though sometimes insurance or credit needs to be obtained.

These dealings offer an opportunity for the 4-H member to learn about the four kinds of firms that do private business, namely, individuals, partnerships cooperatives and profit corporations. Individual visits, but better, group tours, can be made to firms of each kind and their likenesses and differences compared. Circular E-25 is a guide for such a visit and study and can be obtained from the

Farm Credit Administration, U.S. Department of Agriculture, Washington 25, D. C.

Some of the activities in which 4-H members can take part that will help them learn about farmers' cooperatives are:

1. Buy supplies from a cooperative for 4-H demonstration.
2. Sell products from a 4-H demonstration through cooperative.
3. Process 4-H products through a cooperative.
4. Obtain credit for the 4-H project from a cooperative.
5. Insure 4-H livestock through a cooperative.
6. Become member of a cooperative.
7. Attend a cooperative meeting.
8. Take part in a group tour of cooperatives.
9. Make personal visit to a cooperative.
10. Make a talk on cooperatives.
11. Take part in a cooperative quiz contest.
12. Give a demonstration on cooperatives.
13. Attend a cooperative study camp.

County and State programs for 4-H Clubs can be so organized that they offer opportunities for members to participate in one or a number of these and other suitable activities. It is particularly appropriate for awards as well as participation to be on a group basis as far as is practicable.

Usually local cooperatives will be glad to sponsor the community and county activities. State programs are most appropriately sponsored by State councils or federations of farmers' cooperatives, though regional cooperatives may sometimes be called on.

Trips with expenses paid to camps, especially where cooperatives are to be studied, are suitable awards to county winners. Similar trips to the national meetings of the American Institute of Cooperatives can be offered to State winners where such contests are desired.

Oftentimes there is a financial advantage in groups of 4-H members acting together in buying livestock or supplies, in insuring their livestock, or in selling their 4-H products. Most frequently the business is done on a somewhat informal basis. There is an additional lesson in organization learned where a Junior cooperative is set up, and this has proved effective, particularly where the same business situation may be expected to occur repeatedly. A Guide for Junior Cooperatives may be obtained from the American Institute of Cooperation, 1302 Eighteenth Street, Northwest, Washington 6, D.C.

#### FARM CREDIT

Jas. L. Robinson  
Extension Economist

A large number of the 4-H Club members are striving to have an outstanding production project. They want recognition for a job well done, and they like the money returns a successful undertaking brings them. Many of these members are using credit in some form to meet their production expenses and many are getting cash loans.

This situation gives club leaders an opportunity to guide the members in learning business practices that will be fully as valuable as the production practices carried out. To do this effectively the leader will need to work with the lender (parent or other) who provides the credit.

A large majority of 4-H members who use credit borrow from their parents. Sellers of livestock, feed, and other supplies make sales "on credit" to a considerable number of 4-H members. Then production credit associations and banks are granting loans to thousands of these young people and would be glad to serve thousands more. Some production credit associations use a group loan plan that also provides training in cooperation.

Before credit is used, each 4-H Club member should consider carefully two phases of the undertaking: (1) Will the loan increase the profit to be made on the project? And (2) How will the money be obtained to pay the debt? Usually the money should come out of sales from the enterprise on which the credit was used. On loans to grow breeding cattle that are not to be sold, plans should be made to pay at least one-third of the debt within 12 months. This usually calls for income from cash-crop or meat-animal projects or off-the-farm work.

Whether the money is obtained from a parent or from a credit agency, it should be handled in a businesslike manner. This is usually more easily effected if a note is signed. It is a good idea to have a written plan for the loan or a formal application filled out. Sometimes a chattel mortgage should also be given. These steps familiarize the member with the usual credit forms and procedures which they will need to use when they run a farm for themselves.

Where loans are being obtained from parents or other individuals blank forms for these papers may be obtained from banks or other credit agencies. Simple forms appropriate for use by 4-H Club members are also found in the Farm Credit Administration publication, Rural Youth Starts With Credit.

The narrative report should tell about the money and credit steps taken as carefully as it describes the production practices used. This may well be supplemented by appropriate exhibits of any papers used in the dealings. These may be pasted in or otherwise attached to the record book.

It is a good idea for 4-H members to use part of their incomes to make savings, and one of the best plans is to buy United States savings bonds. It may be easier to make such savings now than in later years. These savings in the future will enable 4-H'ers to obtain a better education, get a quicker start in farming, set up housekeeping, or take a desired trip.

Sometimes members will be so favorably situated that they can combine their production and savings program by raising breeding livestock for their future use (not buying high-priced purebreds), or by getting needed equipment which they can use for a number of years.

The member's record book should also tell about the progress made in this savings program, and the growth in number and value of the things owned.

## FARM AND HOME PLANNING

Luke M. Schruben  
Extension Economist

Older 4-H Club members can be given assistance, guidance, and encouragement in one or more of the following important aspects of farm and home planning by specialists, county workers, and leaders:

1. Estimating adequate family food supply, considering (1) food requirements to provide the family with an adequate diet, (2) the portion to be produced on the farm, and (3) the portion to be purchased.
2. Mapping the farm, showing present field boundaries, roads, fences, ditches, and other significant features.
3. Preparing a suggested cropping plan, taking into account soil fertility, livestock feed needs, and conservation measures.
4. Rearranging present field boundaries to provide proper field sizes for crop rotations, efficient use of available power, and necessary soil-conserving measures.
5. Plotting present position of each building in the farmstead and then rearranging lay-out to provide best location of new building or rearrangement of present building before remodeling.
6. In families where the home is to be remodeled or a new one built, assisting in making to scale drawings of present and proposed plans and assisting also in the development of those plans.
7. Developing from appropriate labor requirement tables, labor requirements for major crops and livestock enterprises for the home farm.

## FARM RECORDS

Luke M. Schruben  
Extension Economist

The farm is a business and to be successful it must be conducted with sound business facts in mind. Club work on the whole will be more effective in preparing boys and girls for successful farm life if more emphasis is given to better business methods, including better records, and adequate planning for the future welfare of the business, the farm home, and the individual. According to reports, the following approaches have proved effective in work with 4-H members:

### Why Records Are Kept

1. To help develop desirable business practices, habits, and attitudes.
2. To provide information concerning financial progress or lack of progress.
3. To provide a sound basis for credit.
4. To provide a historical record of business transactions and other events needed in operating the farm and home.

### Kind of Records To Keep

1. Personal records: May be kept by anyone with money to spend.
2. Household records: Include income and expenditures of the family.
3. Project records: Kept by 4-H Club members and others on individual projects, and include records of expenditures, including labor and receipts from the enterprise involved in the project.
4. Enterprise records: Include inventories, expenditures, receipts, and physical production of the entire enterprise on the farm. Farm labor, power, seeds, barnyard manure, and the like, are appropriately included as expenditures. The records also should include notes and pertinent data on methods of management followed.
5. Whole farm records: Are kept on the farm as a whole and include inventories, receipts, expenses, acres and yields of crops, numbers and production of live-stock, and other data pertaining to the operation of the farm as a business unit.

A records program may be developed from the foregoing to meet the interest and growing needs of club members of various ages. Obviously the type of record that will be suited to a 12-year-old boy or girl will not adequately meet the needs of an 18-year-old club member. Only on rare occasions will a club member wish to keep two types of records at the same time.

### How To Keep Records

1. Keep entries up to date, day by day. This will conserve time and add accuracy.
2. Record at least three essential facts concerning each business transaction -- date, nature of transaction, and amount received or paid out.
3. Considering the use to be made of them, keep records as simple as possible.

### HEALTH

Elin L. Anderson

Extension Specialist in Rural Health Services

The national 4-H Club health program stresses that the foundation stone on which to build a sound local 4-H Club health program is the knowledge of the major health needs of young people in each community or area. The importance of this is based on a growing appreciation of the fact that good health for every child cannot be obtained by personal effort alone but also requires group effort. This, in turn, is due to a reluctant realization that a child born on a farm or in a small town in America has less opportunity to grow up healthy and strong than does a child born in a big city.

How is that possible? To begin with, when he is born the rural child runs a risk, on the average, a fourth greater than his city cousin of not living through the first year of life. He runs a risk, on the average, a third greater than his city cousin of losing his mother when he is born. In some States, these risks are three or four times greater than in others. When he is growing up, the future 4-H Club member's enjoyment of the sunshine and fresh air of the open country is offset by the fact that he is less protected than his city cousin from diphtheria, pneumonia, malaria, and all the preventable diseases that modern medical science is most successful in controlling. When he goes to school, physical examinations are

rarely more than inspections by teacher and nurse, and are still more rarely followed up by the remedying of defects found. The cumulative effects of these disadvantages were realized during the war, when farm boys were rejected for the Army draft to a greater extent than were the boys of any other major occupational group.

What can be the reasons for this rural disadvantage? The reasons are many, but the major ones are that rural areas have lacked doctors, dentists, and nurses. They have lacked public health departments, hospitals, and other health services and agencies essential to safeguarding the health of all the people of every community. They have lacked the means even to make the best use of facilities that do exist.

What can a local 4-H Club do to make a healthy environment for its members and for all young people? It can do a great deal. First of all, it can set an example of what every individual can do for himself to build and maintain optimum health. Each member can follow a personal health program of proper diet, rest recreation, good posture, regular physical and dental check-ups, and treatment of defects.

Next, each 4-H Club member can do much to make the home and farm a safer, healthier, and more beautiful place in which to live by undertaking projects of farm and home safety, home pasteurization of milk, home care of the sick, screening, building a sanitary privy, insuring a safe water supply, beautifying the home and farm, and many projects that make for a healthy and happy home and farm life.

Then, if 4-H Club members join forces, they can do much to make their whole community a healthier and more beautiful place in which all young people have an opportunity of growing up healthy, happy, and strong. By organized visits, they can learn the adequacy of community measures to keep milk, water, meat, and fresh foods clean. They can ascertain the measures for cleanliness and sanitation in restaurants, schools, and public buildings. They can learn about the effectiveness of the services of the local health department and ways by which they can assist this agency to realize its goals of health protection for all. They can learn about the adequacy of their hospital services, the availability of doctors, dentists, and nurses for adequate health protection of all. They can offer their services to these health agents and to the many voluntary organizations and agencies interested in safeguarding every child from dread diseases.

If the 4-H Club members learn that their community lacks measures necessary for the adequate health protection of themselves, their plea for such health protection can be the most powerful force to move their elders to provide health services that are essential to safeguarding the health of all children. Then, rural areas will once again enjoy to the full their natural health advantages; and 4-H Club members will have the fullest opportunity to achieve the optimum health and well-being so essential to responsibility and leadership in a democratic society.

If 4-H Clubs in every community were to develop a health program along these lines, they would soon win the goal of equal opportunity for abundant health for all children over the Nation. Guidance on developing a local program toward this goal can be obtained through the new 4-H national health program.

## LAND-USE PLANNING

Virgil Gilman  
Extension Economist

### Know the Land That Supports Us

Land-use planning is a study process in which we try to understand our land resources--what they are, how they are used now, and how they can best be used in the future. Farm boys and girls have a very important stake in the future use of these land resources, and they have a fine opportunity to start study of this subject right in their own community.

### Map and Study How Land in the Community Is Used

One interesting job is to make a neighborhood or community map showing present land use for crops, pasture, and woodland. Another is drawing in, in rough outline, the boundaries of operating units. These two jobs, done on a neighborhood or community basis, show how the pattern of operating units is related to the pattern of land use and suggests how individual farms are made up of combinations of different types of land resources.

### Map and Study How Land in the Community Is Owned

Land ownership can also be mapped and studied. Since "ownership units" are not always identical with "operating units" this activity helps call attention to such important land-use instruments as leases, deeds, purchase contracts, grazing permits, and water rights. It can also be of great value in calling attention to important types of public land ownership, such as public highways, national forests, and municipal water-supply areas.

### Include Good Land Use as a Phase of Production Projects

Most 4-H Club farm projects involve the use of natural resources. Frequently there is a good opportunity to tie in some valuable bit of land-use planning work as, for example, the mapping of noxious weed patches, as one step in a community control program; the study of irrigation water supply and use in relation to crop production; the study of seasonal grazing use of private and public lands in relation to livestock production; or the study of the national land utilization outlook in relation to a conservation program.

### Study Where People Live in Relation to Land

Where people live in relation to valleys, mountains, streams, farm land, towns and one another is another fascinating subject for study. An easy practical approach is to spot the location of farmsteads and farm population on a neighborhood or community map on which the principal physical features have been sketched in. This device helps in studying the location of roads and schools; in appraising the possibilities for neighborhood and community cooperation; and opportunities for off-the-farm employment.

### Study Nature in a Scientific Way

In order to do land-use planning it is, of course, necessary to have a good

knowledge of land resources--the soil, water, timber, and grass. There are many possibilities for farm boys and girls to add to their knowledge of these resources by learning to use a soil auger, measuring the flow of irrigation water, keeping precipitation records, mapping local stream courses, or taking field trips to nearby forests. These nature study activities can be tied in with land-use planning or undertaken in connection with regular crop and livestock projects, or undertaken as activities valuable in themselves.

#### Build Understanding of Land as a Part of Good Farming and Good Citizenship

In carrying on such land-use planning activities boys and girls become acquainted with soil maps, vegetation maps, ownership maps, and other basic land-use planning materials. They get a community-wide view of land utilization which will be helpful to them in orienting such individual projects as those in crop and livestock production and soil conversation. Also, and very important, they become aware of the more complicated community-wide problems in land tenure, public facilities and services, and conservation and development, and farm organization that they, as citizens, must deal with in trying to bring about better land utilization.

#### MARKETING

E. A. Johnson  
Extension Economist

Marketing is an important step in many 4-H projects. For most club members it is a new experience. It is always a challenge to both the buyer and the seller. What to sell, when to sell, and where to sell all call for as careful consideration as the price involved in the transaction. Improved marketing practices and methods can mean the difference between profit and loss. An understanding of what goes on in the market place is often as essential to a successful project as to the operation of a farm.

Training in marketing principles, methods, and practices can be included in 4-H Club programs. Instruction may also be given on the value and use of market news and production reports. Planning of sales or merchandising programs can be the center around which these educational steps are developed. Just by way of introducing some of the marketing work which can be made a part of a 4-H program, the following suggestions are offered for consideration:

1. A roadside market can be operated in connection with a production project or as a separate project. It can be the work of one member, or it can serve several members as a training field for cooperation in a business venture. This may include pooling of products, grading, proration of costs, operation, and management problems.
2. Tours and study trips to markets in the area can be an introduction to processing, storage, transportation, handling, and merchandising methods and practices as well as problems encountered in the marketing process. Consumer demand can be observed as a market factor. Marketing specialists can be helpful in developing and guiding such tours.
3. Buying seed or feed for a production project, or buying cloth for a garment,

or fruit for canning, all present opportunities for training in marketing. Here the club member will gain experience on the demand side of the equation which may prove as useful as any experience on the supply side when selling an article. Attention to these marketing lessons associated with other 4-H projects may well become an important feature of a 4-H Club program.

4. Demonstrations showing preparation for market, packaging, grading, loading for shipment, or display for sale can be presented to show the importance of these steps in the marketing process as they relate to returns to the operator. Farmers, handlers, and consumers all have an interest in careful and efficient operation. Studies of these marketing costs can be another approach to an understanding of marketing programs and to the development of improvements in marketing.
5. Each 4-H home economics project offers an opportunity to learn and to apply some principles of buymanship. Regardless of what the project is, purchases should be studied in relation to their use, durability, place in the budget, and place in the general plan; for example, in the purchase of food, then place in the diet.
6. Grain-marketing projects offer an excellent means for teaching 4-H members the market factors that must be considered in the planning of successful farm operations. Projects dealing with the following are recommended.
  - a. Analysis of seed grain to be planted. If possible, have samples of seed grain brought in to a central place for a "seed clinic" led by the best talent available. The local elevator operator can be helpful here. Such a clinic can determine whether the seed oats are badly mixed with barley and other grains, whether wheat is of an acceptable milling variety, and whether the hybrid corn selected is adapted to the area.
  - b. Seed treatment to produce higher grades. Build a seed treater and treat grain for members.
  - c. Seed cleaning. Find out who has the best equipment; analyze the samples before and after cleaning for weed content.
  - d. Visit a country grain elevator.
  - e. Visit a grain-processing plant.
  - f. Study the production statistics and price information for the county, State, and Nation.
  - g. Study the discounts and premiums for various qualities of grain at the nearest terminal market. Your local elevator operator can help on this subject.
  - h. Learn how to adjust and care for a combine or threshing machine. See your implement dealer for help.
  - i. Put on a few simple grain-grading demonstrations before local groups. These will foster confidence and good will between buyers and sellers at country points. Your local grain buyer can help you with these demonstrations. Helpful information on this project is contained in Miscellaneous Publication No. 62, 4-H Grain Grading Demonstrations, available from the Extension Service at 1108 Post Office Building, Chicago, Ill.

## RURAL SOCIOLOGY

E. J. Niederfrank  
Extension Rural Sociologist

"That meant more to me than anything else" is a remark that you have probably often heard said after a helpful or interesting experience. Along this line, a State extension sociologist recently was called in by a community to help them work out ways for controlling juvenile delinquency. After he had talked with local groups, it was decided to inaugurate a Youth Citizenship Day, when the youth would take over all affairs of the community. The day is now an annual event, accompanied by weeks of preparation, elections, and fanfare by the whole community. The purpose was to give the youth some things to do that were worth while and that would create in them some feeling of local pride.

You see, this matter of worthwhileness, enjoyment, personal satisfaction and pride--the matter of what something means--is very important.

The same person referred to also said that "What we need to do is help communities fall in love with themselves." Well, the same is true of organizations like 4-H Clubs, and also of boys and girls as individuals. They need to do things that will help to make them proud of themselves--things that are worth while, that are enjoyable, that fit the aims of their family and community, and that lay a basis for happy memories. What does your 4-H Club work mean to you? Does it mean the right things?

Below are some suggestions that might help to strengthen your 4-H Club work, as members and as leaders, and help to make it mean more to you, to your family, and to your community.

1. Share with others what you have learned or are doing. Aim to have, once a month, a good discussion about your 4-H work with your parents, and to tell two other persons what you have learned by showing them or by helping them to apply it. Give one short talk about 4-H Club work during the year before some local group. There are both joy and education in helping others to understand.
2. Put what you learn into practice in other activities around the farm, home, and community, not merely when you are working on your own project or club. Keep a list of how you use outside your 4-H work the things that you learned in it.
3. Have your club carry on at least two community service projects. For example, perhaps you can help to build a public park or playground, assist with safety or fire-prevention campaigns, assist with a community celebration or other local event, help beautify church grounds, help make a survey of health needs, or have a recreation program of some kind for the community.
4. Plan for joint participation of parents in 4-H work. One objective might be that each member have a parent at two regular meetings during the year. Another might be to have special events that include parents, such as an annual banquet, campfire party, parent night, or a play or show. See that parents are asked to talk about 4-H work in other community programs. Parental cooperation is gained by joint participation. They like to see their children perform, and children like to perform before adults. But they don't want parents around all the time, so avoid overuse of parents.
5. Value the skills you learn, the information you gain, the attitudes and habits you develop, and the experiences you have in the club, just as highly as the contest prize or money you made from your project. Discuss the values of 4-H

club work at one or two club meetings during the year - maybe you could have a debate or a quiz show of some kind on this subject. Remember that you are trying to make the best better, not merely make more money.

6. Make special effort to know and work with your sponsoring group, if you operate under that plan. All too often sponsorship is only on paper. Invite your sponsoring organization or committee to club meetings. Give them a part in club activities sometime during the year, and visit them once in a while as a club. Ask them to help provide adult leadership and to help plan your yearly program. All this helps the sponsoring organization to be a better sponsor.
7. Balance club meetings with a varied program. All business and subject matter is not enough. Include from time to time some games or social recreation, some entertainment or special feature, some humor and laughter, and plenty of group singing. These help to make the club mean something to the members in terms of satisfaction; and satisfied, happy club members don't drop out. There are six keystones to successful organization meetings:
  - (a) Definite things to accomplish.
  - (b) Educational information.
  - (c) Participation of all.
  - (d) Fun, a chance to laugh.
  - (e) Fellowship.
  - (f) Group decision.
8. Work out some club plans and elect officers for next year, before the close of current projects. That way it will be easier for the club to continue and to keep up membership.
9. Be sure to keep a record or scrapbook of your individual and club activities, such as news items, prize ribbons, printed programs, memorials of trips, and especially photographs. The scrapbook will help to make 4-H work mean more to you now, and it will be a source of joy and happy memories and family record for you in later years.

When clubs and activities are worth while and mean much in joy, satisfaction, and pride, then boys and girls stay in them longer.



